

## DETAILED LESSON PLAN OUTLINE

PROGRAMME: TRAINING FOR INSTRUCTORS

UNIT: 6 Communicative Visuals

SUGGESTED TIME: 1 1/2 hour

TRAINING AIDS NEEDED: Overhead projector, Workbooks, Easel, Flipcharts, Coloured Pens, Transparencies (13).

OBJECTIVE(S): Upon completion of this unit you will be able to do the following:

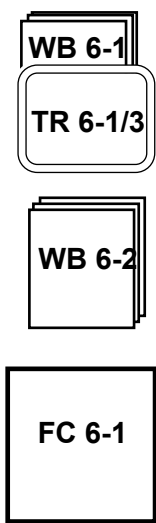
- Discuss the use of visual aids in training.
- Describe the characteristics of a good training visual aid.
- Describe the steps in the process of preparing visual aids.
- Discuss the use of the guidelines in the construction of visual aids.
- Give two advantages and two disadvantages of using flip charts, overhead transparencies, slides and other visual aids with training presentations.
- Prepare OH transparencies and flip charts and use effectively in a training presentation.

### UNIT OVERVIEW

*Purpose:* To improve the quality of visual aids used by the participants in training. Few people know the standards for visual aids or the various choices available.

*General Guidance:* Try to tailor the material to the audience. Give practical suggestions they can use. Allow time for questions and hands-on with the materials.

*Cautions:* Use the lesson plan to stay on track. It is easy to exceed the time on this unit. Practise and demonstrate what you teach.

A/V AIDS	OUTLINE	NOTES
	<p><b>1. Introduction</b></p> <p>1.1 Introduce self and assistant.</p> <p>1.2 Present Unit Objectives</p> <p><b>2. Presentation</b></p> <p>2.1. Discuss the need for visual aids in training.</p> <p>Q. What is a visual aid? A. Anything that visually assists with the learning.</p> <p>In unit 4 we asked “Why train?”. A. To change behaviour.</p> <p>Now we ask “Why use visual aids?”</p> <p>To enhance, support and explain the content.</p> <p>Here are some questions to ask yourself.</p> <ul style="list-style-type: none"> <li>• Will the visual aids help me to instruct?</li> <li>• Are they practical to use?</li> <li>• Are they meaningful to the lesson?</li> <li>• Does each aid follow the guidelines?</li> </ul>	<p><b>Question on top of WB 6-2.</b></p>

A/V AIDS	OUTLINE	NOTES
<div>FC 6-2</div> <div>WB 6-2</div>	<p>2.2. Guidelines for the effective use of visual aids — — — — —</p> <ul style="list-style-type: none"> <li>To be effective the visual aid must be seen by the participants.</li> </ul> <p><i>Discuss lighting, instructor position and actions.</i></p> <ul style="list-style-type: none"> <li>The visual aid must focus the attention of the participant on the subject being discussed.</li> </ul> <p><i>Discuss content, time for comprehension and discussion.</i></p> <ul style="list-style-type: none"> <li>When a visual aid is not relevant <b>remove it from view.</b></li> </ul> <ul style="list-style-type: none"> <li><b>Practise... practise...practise</b></li> </ul> <p>2.3 General guidelines</p> <ul style="list-style-type: none"> <li>Use a consistent format throughout a block of instruction, probably a course. It will reduce participant confusion.</li> <li>Keep text to a minimum by using only key words, phrases and ideas or graphics and clip art.</li> <li>Text must be large enough to be read. Graphics reinforce content and are simple enough to comprehend easily.</li> <li>Colour aids readability and comprehension but don't use it in a distracting way. Be conservative in colour selection. We will discuss this more later.</li> </ul> <p><i>A possible point to change instructor's</i></p> <p><b>2.4 Preparing Visual Aids</b></p> <ol style="list-style-type: none"> <li>Develop lesson plan and participant materials. Lesson planning will be covered in the next unit. Remember, visual aids are to support the learning.</li> <li>Identify the points in the lesson to be illustrated. These will include the objectives, definitions, lists of procedures or processes, diagrams of parts, etc.</li> <li>Determine conditions of the presentation affecting A/V use. The participants, content location, lighting, equipment availability, accepted norm, etc.</li> <li>Storyboard the visuals you propose to use. Diagram each visual aid and see how it supports the lesson. This will help with a trial run of the lesson and the preparation of the final visual aid. Visualisation will help.</li> <li>Prepare the visual aids using the guidelines at the end of this unit.</li> <li>Try out the lesson and make revision. <b>Remember what was said in Unit 3-practise ...</b></li> </ol>	<div>Q? How many of you have been to a session where visual aids have been used poorly?</div> <p>Interact with participants.</p> <p>Stress using the guidelines for each aid.</p> <p>Ask participants for some of their ideas.</p>
<div>FC 6-3</div>		
<div>FC 6-4</div> <div>WB 6-3</div>		
<div>Ref 8</div>		

A/V AIDS	OUTLINE	NOTES
<div data-bbox="236 315 355 443" data-label="Image"> </div> <div data-bbox="205 969 359 1200" data-label="Image"> </div>	<p><b>2.5 Using the guidelines</b></p> <ul style="list-style-type: none"> <li>• Check that the formatting meets recommendations. Review each aid with the guidelines.</li> <li>• Review content limited to key words. This should have been taken care of in the storyboard but it needs to be checked again.</li> <li>• Check the text style and size. Put the visual aid in the front of the room and go to the back and see how it reads.</li> <li>• Graphics clear and understandable. Try explaining them to someone who is not familiar with the content and see if they understand.</li> <li>• Colours readable and meet guides. This should take place when you check the text.</li> </ul> <p><i>A possible point to change instructors</i></p> <p><b>2.5 FLIP CHARTS</b></p> <p>Flip charts are the most used visual aid. Most are not used effectively. They can be used to:</p> <ul style="list-style-type: none"> <li>• Visualise and capture key points.</li> <li>• Respond to and capture input from groups.</li> </ul> <p>Flip charts can be:</p> <ul style="list-style-type: none"> <li>• Used in normal room light, no electricity.</li> <li>• Prepared in a small amount of time beforehand.</li> </ul> <p><b>2.4.1 Flip chart guidelines.</b></p> <ul style="list-style-type: none"> <li>• Letters should be 1 1/2" or larger. Larger group-larger letters</li> <li>• Simple style of block letters-no calligraphy.</li> <li>• Upper and lower case.</li> <li>• A maximum of 10 lines per page. Space at the bottom.</li> <li>• Use dark colour pens. Water base pens are best. They wash off clothes and walls and don't bleed through the paper.</li> <li>• Use the wide point.</li> <li>• Colour combinations - use 2 or 3 colours Use darker colours Brown and Blue Purple and Green Black for headers Red for special marking No yellow, orange and pink.</li> </ul>	<p>Sometimes a FC will not work because of room size.</p> <p>Some advantages and disadvantages are on Ref 1.</p> <p>Demonstrate how pale colours fade with distance.</p>

A/V AIDS	OUTLINE	NOTES
<div>Flip chart</div>	<p>2.4.2 Flip chart paper</p> <ul style="list-style-type: none"> <li>• Quality varies- newsprint is porous-commercial is best.</li> <li>• Size varies and so does the hole spacing.</li> <li>• Available with and without lines.</li> </ul> <p>Make a lettering guide to keep lines level.</p> <p>2.4.4 Taping and tearing and using the easel.</p> <ul style="list-style-type: none"> <li>• Pre-cut pages so they tear easily. — — — — —</li> <li>• Prepare tape pieces on side of easel.</li> <li>• Take the pads apart and tape pages to easel. — — — — —</li> <li>• Use a wall instead of easels.</li> </ul> <p>Check wall covering. Tape can damage.</p> <p>2.4.5 Tips</p> <ul style="list-style-type: none"> <li>• Prepare pages ahead-use light pencil lines. — — — — —</li> <li>• Use blank pages as separator pages to cover the next page.</li> <li>• Tape tabs on edges -which side will you be standing?</li> <li>• Use pencil notes in the margin</li> </ul> <p><b>Watch where you stand. L or R handed?</b></p> <ul style="list-style-type: none"> <li>• Selective revealing. — — — — —</li> </ul> <p>Paper strips Tape up bottom of page.</p> <p>2.4.7 Practise exercise</p> <p>Give a flip chart page and 2 coloured pens to each participant. Ask them to prepare a flip chart with their personal information on it. Name, address and telephone number. Have them tape the chart up for all to see. Encourage creativity in design.</p> <p><i>A possible point to change instructors</i></p>	<p>Show use of a guide.</p> <p>Use a knife or blade in corners.</p> <p>Demonstrate</p> <p><b>Demonstrate this technique.</b></p> <p><b>Demonstrate these techniques.</b></p> <p>Demonstrate</p> <p>Describe how to use clip art and an OH projector to put art on FC.</p> <p>5 minutes</p>
<div>Flip chart</div>		
<div>Exercise</div>		
<div>TR 6-4</div> <div>Ref 2</div>	<p><b>2.5 TRANSPARENCIES</b></p> <p>Best for presenting charts, graphs and more complex graphics.</p> <p>They work well with large groups.</p> <p>Some light control is required in the screen area.</p> <p>Easy to transport.</p> <p>Costly and require electricity.</p> <p>2.5.1 Transparency guidelines.</p> <p>First-decide on format-horizontal or vertical.</p> <p>We recommend that they not be mixed.</p> <p>There is a sizing guide on Reference 7.</p>	<p>Some advantages and disadvantages are on Ref 2.</p>

A/V AIDS	OUTLINE	NOTES
<div>TR 6-5</div> <div>Ref 2</div>	<p>2.5.2 Content</p> <p>Keep your TR's simple</p> <ul style="list-style-type: none"> <li>• One concept per TR</li> <li>• Use a minimum of words</li> <li>• Letters at least 1/4" or 18 points</li> <li>• Simple, plain style letters for readability</li> <li>• Text in upper and lower case <ul style="list-style-type: none"> <li>A few words in uppercase are OK</li> </ul> </li> <li>• No more than 10 lines</li> <li>• Use simple graphics <ul style="list-style-type: none"> <li>- Line art is preferred. We will have some examples.</li> </ul> </li> </ul>	
<div>TR 6-6</div>	<p>2.5.3 COLOUR AND PENS</p> <ul style="list-style-type: none"> <li>• Coloured films or pens add interest — — — — —</li> <li>• Colour can be used to highlight, direct attention and give emphasis.</li> <li>• Some psychologists say that colours have these meanings. <ul style="list-style-type: none"> <li>Red - danger</li> <li>Yellow - caution, cordiality</li> <li>Green - OK, well being</li> <li>Blue - tranquillity</li> <li>Purple - formal</li> </ul> </li> <li>• Many people have problems seeing some colours. <ul style="list-style-type: none"> <li>Avoid light colours and ask if everyone can see.</li> </ul> </li> </ul>	DEMONSTRATE
<div>TR 6-7</div>	<p>2.5.4 EXAMPLES</p> <p>Two examples with overlays.</p> <ul style="list-style-type: none"> <li>• Bad transparency <ul style="list-style-type: none"> <li>Based on the guidelines what is wrong here?</li> <li>Too small and does not illustrate any thing.</li> </ul> </li> </ul>	Show chart and then turn over overlay.
<div>TR 6-8</div>	<ul style="list-style-type: none"> <li>• Good charts <ul style="list-style-type: none"> <li>Show single chart first-then show chart with multiple overlays. Explain technique.</li> <li>Shows a comparison of the information and key info.</li> </ul> </li> </ul>	
<div>TR 6-9</div>	<ul style="list-style-type: none"> <li>• Bad text transparency with overlay <ul style="list-style-type: none"> <li>Ask what to do with information to present.</li> </ul> </li> </ul>	Use TR pens to demonstrate how a TR can be drawn on to illustrate a point.
<div>TR 6-10</div>	<ul style="list-style-type: none"> <li>• Example illustration — — — — — <ul style="list-style-type: none"> <li>"Possible escape routes during an earthquake."</li> </ul> </li> <li>• Graphic with clip art <ul style="list-style-type: none"> <li>Clip art books, magazines, brochures, etc.</li> <li>Example from brochure.</li> <li>Computer "Click Art" - TFI course graphics.</li> </ul> </li> </ul>	Explain how to use clip art to make a TR.

